THE JOURNAL OF EDUCATION

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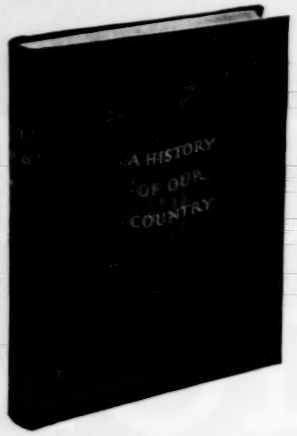

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As we go to press . . .

We wonder if we have overworked the words *teach teacher* and *teaching* in this issue. As an organ of the teaching profession since time immemorial, meaning 75 years, we are allowed some leeway in that direction on all occasions. And for the present issue we promised we would do something rather special by way of interesting the good people who conduct our schools of education, with perhaps a message or two for young persons who might be making up their minds about entering the vocation.

So here we come with even more than ever of our favorite theme. We hope it is not an overdose. Maybe if we kept quiet, you would hardly notice anything unusual. A magazine devoted to education must forever concern itself with the core and essence of the matter, which is none other than the selecting, equipping and in-service development of teachers. Administration, supervision, curriculum, policies and special problems all play second fiddle to the work done in the classroom by Mr. X and Miss or Mrs. Y.

Next month we shall release some significant material on Languages and Reading. After that will come an issue dealing mainly with Social Studies and the Fine Arts.

In those next two issues will also be an unusually thoughtful paper by a member of the medical profession — a pediatrician — on the ultimate goal of education. Should we educate for personal and social adjustment, for success, or what? You may like to think out your own answer, if you have not already done so, and be ready to compare notes with some one who views education from a vantage point on the outside.

Your Textbook Reporter

Living and Learning with Children

You might call it a textbook for baby sitters, this **Living and Learning with Children.** It is addressed mainly to young people who may be employed that way outside the home or may merely have younger brothers or sisters whom they need to understand in order to live happily with them and help in their development. It could almost be a guide to young parents and should certainly assist teen-agers to form right attiudes in preparation for the home they dream of setting up when they are older.

The authors have created an imaginary neighborhood on an imaginary short street, where there are seven families and a total of sixteen children of varying ages and equally diverse personalities. It is a smallish book, arranged in five units, taking up physical growth and health, discipline and work, learning through play, emotions and personality, and inter-age relationships. The neighborhood device furnishes plenty of specific situations and characters, all quite natural and well described. The cases lead to the discovery of many interesting facts and principles. Yet there is no attempt to make arbitrary categories. All children are admitted to be different. The writers evidently know children and have sensible ideas of how to deal with them sympathetically and wholesomely. This is an elementary but outstanding book.

LIVING AND LEARNING WITH CHILDREN. Smart and Smart. Houghton Mifflin Company, Boston. $2.00

Health and Fun

Heigh ho. Here is a book inviting first-graders to color and draw their way to sturdy bodies, safety from accidents and wholesome play. It is called **Health and Fun**, and it is first rung in a ladder of books known as **Today's Health and Growth Series**, by Charters, Smiley and Strang.

Children are shown getting up in the morning, donning their clothes, washing, eating the right sort of breakfast, going to school with due respect to traffic lights and hazards, and so on through the day. They learn what to do about colds. They learn about the those helpers, the nurse, the doctor and the dentist. They learn about a well rounded meal and are urged to give strange foods a trial. This has some bearing on tolerance, does it not?

Since coloring comes before reading and pictures can be understood before a printed text, the book carries few words and those the simplest. It's fun to decide if you will have orange juice, tomato or grape juice in your glass for breakfast and to place your order with crayon of the chosen hue. And you can decide what to do or not to do with scissors in order to play safe, and then color the right pictures and not the wrong ones. And it's fun for this reporter to thumb through a book he can thoroughly understand from first to last. Should we take it home for Betsy? Or should we let her wait to take it in due course at school? She will have to wait provided we can let her.

HEALTH AND FUN. Charters, Smiley and Strang. The Macmillan Company, New York. $1.64

Surprise Island

Story books to capture the interest of slow readers in the middle grades are none too plentiful. **Surprise Island** adds to the supply of such material. It comes as a sequel to the already popular **Box Car Children** by the same author.

Grandfather Alden who owns small islands off the coast, where grandchildren can camp out in old barns and hold picnics, are a great convenience. Surprise Island is inhabited by a genial old lobster man and a mysterious young man called Joe. Ah, but this is not all the young reader has to learn about the place. There is a cave, containing Indian relics and, could be, a bottle with a note in it, giving the location of an iron box. While the treasure found in the box is not very large, it looks big to the explorers. Maybe Grandfather had buried it there when he was a lad, but no matter. Then again, the good natured Joe might turn out to be a missing relative or something. No boy or girl would guess what would happen next, but all would wonder. Here is a summer full of happy adventures, related in words and sentences within the grasp of the average third grader. The four children whose experiences make up the yarn range in age from eight to fifteen. So no one who happens to be within those limits can feel the story is too young for him. And who, of any age, fails to like tales of island retreats, outdoor life, searching parties, birthday cakes, and the like, with an ancient skeleton or two—and a map? So there you are—a little world of pleasure one can almost carry in one's pocket.

SURPRISE ISAND. Gertrude Chandler Warner. Scott, Foresman and Company, Chicago. $1.40

Elementary Physical Education

We remember a medical man of doubtful professional standing who advertised himself as a specialist in a wide variety of diseases. Today the teacher, particularly the grade teacher, needs to specialize in many things. Before us is a smallish volume entitled **Methods and Materials in Elementary Physical Education**, which suggests one of these specialized areas in which, if the teacher becomes an expert, she can do much to improve the health and happiness of her young charges.

The book points out that certain skills are fundamental to joyous participation in sports and games. Throwing, running and jumping need to be learned through supervised drill. So the teacher is shown the right ways of doing and teaching these basic skills. From then on, a broad program is unfolded, with due regard for what is best suited to different age groups. Games, stunts, tumbling, rhythmic movement, these are severally discussed. There are helpful diagrams and photos. The teacher learns much about each child as an individual by watching him at play. It goes without saying that the teacher should have fun and enter into the children's recreation wholeheartedly. But some teachers might overlook this point. So the authors have not left it to inference.

This is a comprehensive handbook, well organized and clear. It should prove highly useful to all those

teachers who must specialize in almost everything.

METHODS AND MATERIALS IN ELEMENTARY PHYSICAL EDUCATION. Jones, Morgan and Stevens. World Book Company, Yonkers, New York. $3.00

A Child's Use of Number

For arithmetic in grade one or two comes a smartly dressed book, **A Child's Use of Number**, planned as underpinning for a series running through grade eight. Couched in simple words and starting at zero, so far as mathematical skills are concerned, this book builds on little stories of experience which any child can understand. The learner advances slowly, checking his results in a variety of ways and gaining assurance as he goes along. He learns to count, to add and take away, to tell time, and to make bits of calendar—all quite practical and handled in such fashion as to increase his sense of number. Teacher and child should enjoy this text, so close to everyday living are its examples and so plain its reasoning.

A CHILD'S USE OF NUMBER. Mallory, Cook and Taylor. Benj. H. Sanborn and Co., Chicago.

World Neighbors

Opening the eyes of youth to the essential oneness of mankind is no easy task. The best means of doing it is the exposure of students to well selected literature representing the thoughts, the ideals and the aspirations or just everyday drives of individuals in many lands. While material for such a reader exists in abundance, wise judgment is needed in the selection of samples that will be not only significant but interesting in both content and presentation.

In our opinion a high degree of success along these lines has been achieved by the editors of **World Neighbors**. Here is wide diversity, a remarkable revelation of the hearts and minds of human beings everywhere—people of different races, times and conditions, all proving a commonalty of outlook that makes them deserve to be called "neighbors."

In the seven units composing the reader, there is fiction, travel, close observation of life and circumstance. There is America through many eyes. There are songs and plays. There are essays on science and its implications. Finally a superb collection of readings on ideals—readings in prose and verse. These range from Solomon, Isaiah and Socrates to Tennyson, A. J. Cronin and other modern thinkers.

It is heartening to find such an anthology, so fascinating and so true to purpose.

WORLD NEIGHBORS. James, Northcott and Shattuck. Harper and Brothers, New York.

The Gates Open Slowly

Each of the forty-eight states and, indeed every county, town and school district, is a laboratory of social experiment. We see this illustrated in a history of education in Kentucky by Frank McVey, which wears the significant title, **The Gates Open Slowly**. The work is factual, detailed and no doubt accurate. It is also replete with criticism and evaluation.

Something about the climate and mountainous terrain must have hampered Kentuckians from the first in their efforts to provide school facilities for their children. Up to a hundred years ago the legislature did very little to assist or govern local schools. Since 1850 a succession of standards and regulations has been set up, often without corresponding appropriations. From hit-or-miss textbooks furnished by parents or not at all, the state swung to the opposite extreme of state adoptions under a half dozen different schemes, with eventual provision for free textbooks at public expense. There has long been a serious problem of adult illiteracy, which was met in some degree by the moonlight school movement of 1910 to 1920 under the dynamic leadership of Mrs. Cora Wilson Stewart, well known to Journal readers of about that time. But the problem still exists. The people of the state have been slow to realize their educational responsibilities or to shoulder them as most other states have done. Only a small percentage of pupils attend high school. Teachers are poorly trained, poorly paid and inadequate in number.

There is much food for thought in this book for any one interested in school development. It presents a challenge to Kentuckians especially, but also to residents of other states. A democracy cannot survive and flourish unless the vast majority of its citizens are enlightened. Good schools attended by all the children constitute the first and most essential step toward attainment of this goal.

THE GATES OPEN SLOWLY. Frank McVey. University of Kentucky Press, Lexington.

Guidance Handbook

Even where there is a guidance specialist or director, classroom and homeroom teachers need to know something of the principles and techniques of guidance, in order to play their full part in helping their pupils. In a school where no guidance director is provided, teachers must share with their principal the entire responsibility. To those teachers in particular, a **Guidance Handbook for Teachers** should be a welcome discovery.

This manual by Davis and Norris seems to present all the essentials and to do it in a way to be readily understood. Naturally the authors have recommended more than the average teacher, with classes much too large, can be expected to carry out. The task of finding out what makes Johnny and Susan tick, what each is capable of doing, and precisely what developments can be brought about in each case, is a very sizeable order. But it is well to perceive the goal and to know the approved methods for reaching it. There are cumulative records of personality, there are tests, there are interviews and group conferences, significant anecdotes, consultations with parents and other teachers—plenty of means to the end in view. All these are described and explained. Many case histories are cited for illustration. It all simmers down to a question of relativity. What is the pupil achieving in relation to his capacity? This is the rating that signifies. This is what should be reported to parents. This should be the basis for determining what to say to the pupil about his work. If absolute marks are also required for the school record, these can be given.

The need for vocational guidance based on a study of aptitudes and a broad knowledge of occupations is recognized by the authors, and the matter receives extensive treatment in a final chapter, with a useful bibliography.

GUIDANCE HANDBOOK FOR TEACHERS, Davis and Norris. McGraw-Hill Book Company, New York. $3.50

EDITORIALS

SHIFTING AIMS

Education is no exception to the rule that each generation thinks it has arrived or at least is on the right track. Take higher education, for example. Mr. Charles Dollard, in his annual report as head of the Carnegie Corporation, recalls that colleges in the latter half of last century offered a rigid curriculum, the same for every student. Then came President Eliot of Harvard, with his system of free electives. Other colleges followed suit, until, as Mr. Dollard says, their catalogs resembled those of mail order houses. Vocational and utilitarian courses became the fashion.

Today there is a trend toward general education, with efforts to bring about some unity of courses and some better directed study of citizenship and the meaning of democracy. To the Carnegie Corporation this looks hopeful and it is happy to underwrite many experiments in this direction.

No one can be sure the present trend, again more or less spearheaded by Harvard, will stand the test of time. At the moment, it seems sensible. How it will seem thirty years from now is anybody's guess. What students desire to learn will always be a strong factor in determining what the colleges will offer. But our institutions of learning ought never again to let their undergraduates come through without a glimpse of culture or an understanding of life's nobler ideals and possibilities. General education may need to be translated into character, as the next phase of higher education. Higher education has never yet been high enough.

THE EXPERIENCE DILEMMA

Many school systems—probably an increasing number of them—refuse to employ teachers without experience. Yet the only way to gain experience is by actual employment in a teaching position.

Thus, while administrators call frantically for more teachers and deplore the lack of recruits, they impose an almost insurmountable barrier to the profession. Of course there are still some openings in smaller communities for the raw beginner. This is about the only way the novice can break into the profession, and many do manage to enter by this means. But you wouldn't say that education, with all its noise about wanting more teachers, exactly holds out a sign of welcome to newcomers.

Certain colleges throughout the country are studying the problem, trying to offer their student teachers an opportunity to acquire experience in school situations while still pursuing their courses in theory and method as undergraduates. A lengthy news release from Bowling Green College in Ohio illustrates this trend. In that institution the student who prepares to teach is provided with the usual instruction in classroom and laboratory, is assigned to supervised teaching in a cooperating school, is then sent out for a few weeks to some school where he or she can serve as a temporary member of the local faculty with only such oversight as the school itself may furnish. Bowling Green authorities report that the plan has already become firmly established in the case of those preparing for elementary teaching. More recently a similar plan has been developed for the secondary level.

This may be going as far as a college can go in supplying real experience for its undergraduates. We doubt whether many superintendents will regard the plan as meeting their demands for experience—the sort of experience that supposedly makes a teacher of guaranteed competence.

What's to be done? May it not be necessary for some of the larger school systems to lower the bars a bit and take a chance with inexperienced teachers? Wouldn't this be better than doing with too few and discouraging many who have glimpsed the dilemma from a distance and declined to enter so inhospitable a profession?

Meanwhile let the teachers' colleges stretch their plans for producing seasoned candidates. Somewhere the colleges and the schools should find a meeting point.

THE AMERICAN DISEASE

Teachers who lie awake nights, wake up tired and cross, have jittery nerves and are forever worrying about something, may be interested in the statement of a Stanford University medical authority to the effect that half the people in the United States who apply to doctors for treatment have similar symptoms. The tired feeling is known by various technical names, but it all amounts to the same thing, according to Dr. Dwight L. Wilbur of the medical school at Stanford. He calls it "the American disease."

No doubt school workers are subjected to more than their share of nervous strain. Fortunately they are allowed more rest periods than the average person, and this should help them to recover. Still this is not likely to happen unless they learn how to rest properly and to forget their worries.

No one has yet produced a cure for worrying—a cure that can safely be counted upon to succeed in all cases.

It helps but little to tell one's self that worrying does no good and indeed does great harm. One needs to fill the mind with a wholly different set of thoughts. Physical activities are often the best remedy. Reading may do wonders for the mind. Hobbies do a world of good.

The luckiest people we know anything about are those who can lay aside their troubles when they go to bed, can go to sleep on their own steam without the aid of pills, and can wake up refreshed and rested, morning after morning. This is the natural way to keep fit. Perhaps a sane philosophy of life—a willingness to face what comes and make the best of it each day, is the surest basis for this kind of living. Most of us are too anxious about problems we can't do anything to solve. We waste our energies on wishing. We regret the past. We kick about the present. We fear the future. It's all rather silly.

GRASS ROOTS FROM GOTHAM

We the people are so beset with pressure groups, each concerned with furthering a particular cause or interest, that the well being of the community at large seems rather neglected. Public education ought to be a major concern of all the people. Yet the people by and large take little part in deciding what is best for their schools or in seeing that this best becomes a reality.

Into this apparent void has stepped a new and promising organization, the National Citizens' Commission for Public Schools, with headquarters in New York City and with Roy Larsen, president of time magazine, at its head. Established only last May, this group already reports the setting up of branches in 150 communities and 17 states. By the end of 1950 it hopes to include a thousand local and regional associations. Supported by grants from Rockefeller and Carnegie foundations, the commission has planned a five-year campaign for awakening the nation to a more active interest in raising the level of its schools, adapting them more closely to the needs of pupils, providing them with adequate facilities and all the rest. Efforts are made to enlist business men, labor leaders and farmers rather than professional educators, though these are called in for advice. We are told that it is and is designed to be a grass roots movement, as perhaps it will be. Still we cannot help observing that it emanates from our largest city where but little grass is grown.

Two instances cited by the commission as examples of its work so far have had to do with consolidation, the merging of school districts. Such procedures may be good or bad, according to circumstances. There is some danger that citizen groups will grasp too readily the recommendations that are current or the results of superficial thinking by educators or may understake to draw lessons from business or industry that do not apply to schools. Regardless of the dangers, it is good to feel that a powerful civic group is at length engaged in arousing the public to a sense of responsibility for its system of education. The schools have too long been left to run themselves, often with questionable leadership from politically minded board members.

WOMEN'S EDUCATION — WHAT?

A great deal of argufying goes on about the right sort of education for women. Too bad the corresponding question regarding men's education still remains unanswered. But education for women has come on the horizon more recently, and issues are drawn more sharply. For one thing, women of spirit resent being told by mere men just what education they should have. While feminine leaders will admit that four out of five are destined to become housewives, they deny vigorously that such women require mainly to learn the art of homemaking—as if any one could predict for fifty percent of them whether they will be homemakers or something else; and as if those who do marry had no need to prepare for careers outside the home, in some cases, careers forced upon them by the failure of their meal ticket to provide the expected nourishment.

Some will study homemaking; others will prepare for teaching, nursing and secretarial jobs. Still others will equip themselves at this or that institution for a wide variety of specialized occupations, including just about everything open to men and some that no man could qualify to fill.

It is to be hoped, however, that women in general will not neglect the curricula that make for rich and enlightened living. The nation looks to its educated women for the higher things of life that men, by and large, are too busy or too insensitive to handle. Surely the girl who becomes a wife and mother requires a certain fund of culture, a certain breadth of thought, and a certain set of intellectual and spiritual ideals that can be transmitted to those around her. Preoccupied as she may be with domestic details for many years, she is not likely to rise above the mental and spiritual level she attained in school or college. She may, and often does, deteriorate. Let her catch a vision before she begins her career—whether that be homemaking or something else.

Women's education, like that of men, should be partly vocational, largely liberal and liberalizing.

If this be a masculine viewpoint, let them do as they please. They will anyway.

MUST THE FIRST JOB BE A SHOCK?

ALDEN JESSE CARR
Superintendent of Schools
Alburg, Vermont

The other day a teacher, exhausted from a difficult day, said to the writer, in reference to her alma mater, "You can take everything you are taught at ———— College and throw it out the window."

That, no doubt, was the exasperated remark of a tired woman, and a little extreme; yet it seems to be all too typical of a disillusionment common to the teaching profession. Again and again, in all levels and phases of educational work, the pattern is repeated: out from a teacher-training institution comes a young man or woman filled with enthusiasm, with an idealistic optimism that through his efforts pupils will be raised to a higher level of living, that because of his work both individual lives and mankind itself will be made better. A year or two of teaching passes; and what a difference — the now seasoned teacher regards the even newer beginners and their enthusiasm with the sympathetic condenscension of one who has suffered, yet survived.

To some extent, of course, this disillusionment is characteristic of life in general rather than teaching as such; yet the frequency with which beginning teachers feel forced to repudiate or disregard methods and procedures which they learned in college suggests that a considerable part of the difficulty lies in the kind of teacher training which they have been given. This leads to the question: what is there in our teacher training programs which leads our newly trained teachers to go into schools expecting one set of conditions and finding, all too often, quite another one? To this question there are, no doubt, as many answers as there are new teachers; enveloping all is the undoubted fact that teacher training institutions tend to give their students an idealistic concept of schools and of the profession. For this there are several reasons.

In the first place, many instructors in teachers colleges view the educational world unrealistically. Secure in the pleasant protection of the academic atmosphere of the college, they forget, or shrug off as unimportant, problems which constantly bedevil the teacher in the field. The college instructors can discuss glibly the correct method of marking; yet they have little to say to help the beginner who works in a community which expects all the children to have high marks. They can outline all sorts of methods of controlling classes through social approval and arousing interest in group projects; yet they have little of practical value to offer the teacher who faces a roomful of boys who seem utterly impervious to the best recommended psychological approaches. They can wax eloquent over the advantages of units and of getting away from the textbook; yet they have no alternative improvement to offer the teacher who is furnished with one textbook, and who has no reference or supplementary material, not even an encyclopedia. Perhaps there would be less difficulty for beginning teachers if they were taught by men and women adequately familiar with the conditions prevailing in average and sub-standard school systems.

A second influence toward the idealistic conception of education is the atmosphere in which teacher training takes place. To a considerable extent, this is inevitably abnormal. Textbooks used in education classes present things as they *should* be. Practice sessions in which members of classes teach the rest of the class go rather well, on the whole. Demonstration teachers, hired because they are superior teachers, handle problems arising among selected groups of children with deceptive skill. The whole world of education as seen on the campus is fine; even the problems, as explained by the methods instructor, become pleasantly challenging. Is it any wonder that the cold and lonely reality of a first job in some small and perhaps isolated community comes as a shock to the teacher just out of college?

As a third consideration, it must be observed that the idealistic concept of education is deliberately fostered by the administrators and instructors of teacher training institutions. This is done for two reasons. Students, being young and unhardened, might well become discouraged if too much stress were laid on the unpleasant aspects of teaching. Fill them with enthusiasm and inspiration, and they are more likely to weather the difficulties of the first year. This, at least, is the reasoning of the college faculty.

A much more important reason lies in the idealism of the college administrators and instructors themselves. They have frequently gone into college teaching with the hope of improving schools and mankind through influencing the teachers who will work in those schools. Furthermore, they feel obligated to em-

phasize the best methods, the highest principles, the most inspiring ideals. It seems wrong, in the few hours a semester which each instructor has, to use any of the time for any purpose except giving their students the best knowledge and skills they can give, and of steeping them in the concept of what education at its best could be. This is an understandable and commendable goal, and makes even more ironic and regrettable the disillusionment which many new teachers experience.

In these ways, then, the teacher training institutions tend to build up in their students an idealistic picture of the teaching profession; to the extent that this picture makes the beginning teacher's work more difficult, to the extent that it is responsible for disillusionment and for the cold cynicism which characterizes so many experienced teachers and administrators, to the extent that this attitude leads to the dull acceptance of difficult conditions and backward education—to this extent the idealism is an obstacle and not a help to happier teachers and better education.

The ideal solution, of course, would be to create in the student's mind two concepts—one of education as it ideally ought to be, and a second of education as it actually is. With these would go a clear understanding of the steps by which the unsatisfactory aspects of education can be replaced by better ones. To this end teacher training institutions might well alter their philosophies and some of their practices.

One change which might be made is arranging for greater familiarity on the part of college instructors with actual conditions in education. For this visits by the college teachers to schools would help more or less, the extent depending upon the attitude of the instructor. Another device, already in use, is conferences between active administrators and teachers, and college faculties. These can assist, though too often they become debates, with each as a group pitted against the other, and little improved understanding resulting.

A better approach might be an exchange of position for a year at a time between the administrator or teacher and the college instructor. Once this would have been impossible, but today, when many teachers and administrators have educations and salaries comparable to those of college instructors, it is quite practicable. If a teachers college instructor spent a year teaching in a public school, and not, perhaps, one of the best, he would have a refreshed conception of what his students will face when they graduate; if the regular teacher spent the same year in the college instructor's position, he would better understand the problems involved in preparing teachers and might be re-infused with some of the idealism current in the college atmosphere. This plan, of course, ignores the pretense that college instructors are of a "higher rank" than public school teachers and assumes that there are many public school teachers and administrators who are fully as capable of teaching in a teacher's college as most of the present instructors. Certainly, if an exchange of teachers between countries is believed to result in better international relations, an exchange of positions between teachers colleges and public schools should lead to better mutual understanding.

A second change is already practiced by some teachers colleges; that is practice teaching under realistic conditions. If, instead of practicing in a demonstration school, the student could go into a school average in pupils and equipment and could practice teach with a regular teacher who had kept some of his enthusiasm and idealism, the beginner could find out, not only where his idealistic conception of education was lacking, but also how reality could be brought at least a little nearer the ideal. Then, when he took a position on his own, he would be less likely to expect too much, he would better see the possibilities in the difficulties, and he would have a better idea of how much progress he could expect to make in a year.

A third improvement would be to give the student clear and definite directions for making the transition from practices firmly established but no longer accepted to those now believed to be better. Failure to do this is one of the most direct ways of contributing to disillusionment and worse for the beginner. Here, for instance, is a young woman graduating from a teacher training institution which has insisted to her that the old-fashioned question and answer recitation from the book method is all wrong and that instruction should be through individualized and group activities. Her first job, however, is in a community where the recitation method has been practiced for the last one hundred and fifty years without any essential change and is accepted by parents and grandparents as the only way to "learn 'em." The beginning teacher, following the guidance of her college, plunges into the newer method. The results are disastrous. The children do not understand, and there are disciplinary difficulties. The parents do not understand, and condemn the teacher at every sewing circle. The school board does not understand, and refuses to renew the contract. The teacher is disillusioned and feels bitter. Would not her college have served her better if it had recognized that many, perhaps most, communities expect schools to be run in the traditional manner, and had given her both the techniques necessary to making such a change and an adequate conception of the

time necessary for making it? Should it not also have made it possible for her to accept the older pattern while working toward the new?

Similar information concerning the techniques of changing should be given when the college advocates new ways of marking, of maintaining control, of using textbooks, or of doing anything else in the schools.

Through these changes, and perhaps through others, it might become possible to train teachers who would go into the school with an idealism which would endure through all troubles and disappointments, for it would be bolstered by a realistic understanding of the present situation in the schools and the steps and time necessary to make them more nearly ideal.

SHOULD YOU CHOOSE TO TEACH?

GRACE BEMENT

You're toying with the idea of being a teacher?

Why?

Perhaps you like the prospect of the longest summer freedom offered any job-hunters.

Perhaps you enjoy children, although you may never yet have had to be with them day in and day out.

Perhaps you have longings for "the intellectual life".

Well, these are reasons — good ones, too.

But — have you considered the drudgery, the fatigue — the exhaustion — the discouragement? For all these are a part of teaching.

Some decades ago, I had an idea for a school. It was born of two observations made from intimate knowledge of schools and children: the first was that the slow child was becoming more discouraged daily, the second was that the brilliant child was growing increasingly less effective. I believed that it was folly to try to teach all types of children simultaneously.

Oh, yes, I knew that there were the A and B groups in practically every grade — sometimes a C group as well. But the opprobrium attached to belonging to a C group and the general arrogance of the A group were too obviously harmful to the children themselves. A B boy or girl fared best; while he wasn't "good enough" to be an A, at least he wasn't "dumb enough" to be a C! The answer seemed to me to lie in individual teaching — really a special program for every child. But could it be done?

I went to the greatest teacher that I knew — a man of wisdom and inspiration — and I laid my plan before him.

"Yes," he said, "it *will* work. You'll kill yourself doing it, but the results will be rich repayment."

His first prophecy was overstatement, his second understatement. I wasn't killed. And the results were beyond all my imaginings; for it did work.

I tell this story because that educator's summing up is really applicable to all honest teaching, whether done individually or in groups.

I'm taking it for granted that you want a job and that you want your job to be a useful one. I'm taking it for granted, too, that you have teaching ability; otherwise, you'd not be reading The Journal of Education.

But you're wondering about the by-products of whatever work you undertake, the kind of life you'll be living, the real value — if any — of that nose-to-the-grindstone work of which your friends won't fail to tell you, especially those friends who never in the world *could* teach.

You know you won't be wealthy. Few of us become so in these days, whatever our work, whoever we are. But many of us do feel rich. It's awareness of Life that does it, I suppose; it's appreciation of the little things as well as of the big; it's that joy of living which is certainly ours in any field of labor where we're confident that the best that we have to give is truly needed. Many teachers do feel rich.

Just what do you yourself want of Life?

Are you looking eagerly towards the development of that "One World"? Teaching tolerance, fair play, and integrity will be building its sure foundations. Hitler re-made a nation through the teachings of a single generation. Can't we?

Do you rebel against our anti-racial demonstrations? Again, tolerance can be taught; it must be, for it will not just grow, when so much indoctrination against it is being poured into young lives. Children must learn that East and West, North and South have much to give to one another. The potentialities of every race should be studied and used.

Are you dramatic? Would you like to act — to play a lead? Then teach! For many hours of many days, a good teacher is really acting — dramatizing situations, dramatizing himself. And if he does it well, he is playing the lead, and in a pretty big show.

You've seen dried-up, withered old people — not nonagenarians only, but the sixty-ish, even the fifty-ish — and you've sworn never to grow like them. But do you know the only real "Fountain of Youth"? Living with children! Staying young does not mean delayed adolescence or eternal childishness; it means wisdom and emotional maturity and balance, combined with the eagerness, curiosity, enthusiasm, and buoyancy that are too often lost with the years.

Do you recognize your talents and deplore their lack of use? Then teach! In teaching you will find a place for everything you have, for everything you are; there will be nothing left over. To be a great teacher demands the use of every bit of you; and the more you have to give, the richer will be your returns, in the lives of your children and in your own.

Do you realize the general need of self-discipline — your own, too? Teaching is constant discipline of the teacher. As his self-discipline grows, class discipline becomes less necessary.

Do you love laughter and gaiety? So do children! A merry class-room is eager and alert and open to learning.

However, it is also true that teaching *is* exhausting and discouraging. But who are you to think that you can even exist in this world without exhaustion and discouragement? If you can't take them both in your stride, then you can't take life. Can you?

When, at the end of many hours of giving all you can give — and more — you feel as though a steam-roller had passed over you, take a revivifier. It will vary with the kind of person that you are: a cocktail, perhaps, a half-hour's stimulating conversation, a bit of light or heavy reading, a couple of cigarettes — oh, what you will. Any genuine relaxation will bring you back to living with gusto again.

It all adds up to a single question: Is teaching worth the toll that it takes?

Yes! A thousand times, yes!

But the paying of that toll must be done with joyousness in the present, with faith in the future.

PHILOSOPHY AND SCIENCE IN EDUCATION

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Philosophy suffers under a serious handicap today at least in quarters important to the field of Education. It has never been forgiven for its mediaeval affiliation with Theology, its deductive reasoning, and the metaphysical questions with which it dealt. Then it is also accused of being idealistic, if not maudlin, in an age of Schopenhauerean pessism. Its critics assume that any one who attempts to apply philosophical concepts to education is just automatically going to turn his back on reality, on facts, wander off somewhere into the intellectual blue, and come down with a program of education which has no resemblance to man's nature or the needs of the times.

Strangely it is those whose work brings them into closest proximity to philosophy — the social scientists — who are first to scorn it. Physical scientists often find their area of research so remote from philosophy that they just don't pay any attention to it.

Some one is always asking the social scientist the question *Why?* or, What *ought* to be done? The very objective research man is likely to say, "That's not my business: I just find the facts". One can agree with him and let him go. But what about the social science Ph. D. who becomes a teacher? He is now in a professional occupation which is designed to guide the experience of children toward the *better*. He can't escape the *ought* no matter how hard he tries, though he can ignore it. If he doesn't seek his objectives in philosophy he simply accepts them more or less unconsciously from the social and academic folklore.

It is my contention here that since an educator cannot escape the *ought* he ought to face it intelligently instead of sneering at philosophy. He should give just as much thought to his philosophy of education as he does to the subject he teaches.

Once this challenge is accepted the first requisite is to see clearly what the respective roles of philosophy and science are, and that they do not conflict with each other.

Philosophy determines those goals which we call ultimate. It therefore deals with values, specifically, choices between values. Science deals with the discovery of facts and the organization of data to gain more facts. In its applications, science creates and improves methods for achieving goals which are philosophically determined. To take an example, the science of hygiene applied will help one to be healthy; but why should he be healthy? Some persons have put other values above health when they had to make a choice. Science based on psychological experiments should tell us the most efficient way to teach the solution of a quadratic equation; but science will not tell us why to teach it or whether it wouldn't be better to teach something else in place of it. That decision would have to come from our philosophy. It would be

based on what kind of person we were trying to create.

The reason science often seems adequate to set goals is that in its applied form it is busy improving ways of living in which goals are implicit. That is, the goals are not in question and, if attacked, do not even seem questionable — except to to the attackers of course. Such goals arise either from man's biological drives or from the social inheritance in the form of folkways. These goals are defended on the grounds that they are designed to satisfy innate desires, that they embody a sort of folk instinct, and that they have empirical sanction. Be that as it may, we have to face the fact that they are not permanent and that they often have a way of failing in an emergency. The conflict of ideologies in the world to-day should impress this point on the doubtful or complacent.

Up to this point I have tried to lay down two basic propositions: (1) A philosophy of education is inescapable and therefore should be intelligent, (2) The task of philosophy is to provide ultimate goals, while science can only provide techniques. It remains to suggest a tenable philosophy of education.

We take our cue from the fact of the impermanence and sometimes inadequacy of traditional goals. The corrective for this situation is intelligence. The acceptance of new goals and the modification of old ones is a job for philosophical thinking. What better goal for education than the cultivation of intelligence? This concept broadly interpreted is wide enough to embrace the whole of life. However, it has a focus in social behavior because the way man organizes and operates society determines the success and failure of all his other adjustments. The best engineering brains in the world will not produce an automobile unless society is organized to facilitate research and production.

For those who like to center their thinking around the word 'democracy' we shall define democracy as a way of life which encourages intelligence. This does not postulate fixed social forms or institutions. The only thing which is constant about it is freedom to think, and, since thinking is instrumental, to act.

Under this philosophy each new generation should be taught to live in a democratic society, i. e., one in which it can apply a cultivated intelligence to the problems which arise.

At this point science is called upon to examine thinking as behavior, and suggest actual school techniques to improve it. Science, for example, has found out that solving problems is an essential part of method, and that it is unsafe to rely on transfer of training except where identical concepts are applicable. If we are to educate for intelligence in the field of social behavior we must then present opportunity in the school for children to think about relevant problems and act on the basis of their conclusions.

But there are those who are unwilling to concede that a society in which every one is educated to think on social problems is democratic *per se*. They point out that absolute uniformity of thought is unthinkable since people differ in temperament and in response to environment — not to mention that environments differ also. They remind us that even informed thinking persons will differentiate into Capitalists, Socialists, Communists, Pacifists, Militarists, free love advocates, and sanctity-of-the-home champions. Such critics want to define democratic behavior and institutions in fixed forms and then say, like the storied auto dealer, "You can have any color car you want — provided it is black".

So we have then a typical philosophical problem: Is it preferable to interpret democracy merely as that society which encourages the maximum of intellectual freedom, or as a society in which certain types of social behavior and social forms are required? If the kind of society proposed under the second choice happens not to be in conflict with freedom of thought in any way the only problem is one of the educational method to be used. It is: Should the method be training in social thinking, or should it be direct indoctrination in the behavior and ideas required?

However, such a coincidence would be strictly accidental and therefore improbable. There are too many factors constantly making for social change. If we don't educate for social thinking we will leave social change to emotion, chance, and the outcomes of competing human drives . . . History suggests that this does not guarantee mental freedom. Indoctrination, then, could function only so long as conditions remain static, not very long at best.

If educators indoctrinate such as 'freedom of speech' and 'freedom of press' it is because they know that these have been proven by experience — not to mention logic — to be conducive to freedom of thinking. If, however, they stopped with such indoctrination there would be no assurance that their graduates knew *how* to think or *how* to recognize free speech or writing when confronted with it.

If we make social thinking the goal of education how are we going to escape the charge of over-intellectualization? We might meet it by pointing out that there are forces in human nature, both in its individual and social manifestations, which make it impossible to over-intellectualize. All the emphasis which the school can place on the rational processes is not sufficient to bring in the Age of Reason. This defense, however, is not adequate. In choosing the goal of social thinking

for education we are simply indicating what is most important in creating a society in which all legitimate goals can flourish. Such things as health, good will, responsible dealings, and aesthetic appreciation are not even brought in question. Educators, being human, recognize thinking as primarily instrumental.

Freedom and ability to think can produce the maximum freedom to indulge in the other good ways of life — for which it also provides a corrective.

Even in the area of thinking itself it is not 'cold' reasoning we seek; it is *motivated* reasoning. We would expect to use any methods available to inculcate an emotional preference for intelligence strong enough to lead a person to fight for this freedom when it is threatened.

It is reasonable to ask, Can this objective be attained? It is attainable, but we should not expect too much all at once. Like almost every thing else intelligence is relative. It is continuous with the human race, (at least), and it is genetic. As soon as a child becomes interested in his relations with others he can think socially, and can profit by social education.* To be sure many persons will never be able to make valuable contributions to the larger problems of social organization, but no one, barring the insane and idiotic, is utterly incapable of improving his own social understanding and ability to adjust to the necessities of group life.

*Social development begins around the age of three according to a study made by the faculty of the University School at the Ohio State University. See *How Children Learn*, University School Series, No. 3, p. 8.

WHY NOT USE COMMITTEES?

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How can we stimulate student participation in classroom activities? What teaching techniques can help us to arouse interest and to dispel the "take it or leave it" atmosphere that is often present when only traditional methods are used? Many teachers, particularly at the junior high school level, have found that the device of having students work out their problems together through committees has considerable merit.

The Problem: Problems for committee work should grow naturally out of the course objectives. These objectives should be clearly stated and defined so that there is little opportunity for misunderstanding or misinterpreting them. The problem should be started from "scratch" and should lend itself to a division of labor. It is the teacher's responsibility to identify a suggested list of problems which has a wide range of appeal, interest, and difficulty. After a problem has been chosen, its limits should be defined and a plan of attack should be formulated by the committee.

Membership: Committee membership should be limited to from three to five students who have indicated an interest in the same problem. Larger groups seem to be less effective. The first order of business is the election of the committee chairman. The importance of choosing a strong and competent leader should be stressed in preliminary class discussions. It also should be pointed out that members of a committee should be compatible, should plan to contribute, and should have a mutual interest in the problem selected.

Operation: The chairman should make periodic progress reports to the teacher. At these meetings the delegation of assignments to individual committee members should be discussed. The instructor will probably sit in on one of the first meetings. All meetings should be definite as to time, place, purpose, and activity. At one of the early meetings, a terminal date for the completion of the problem and the presentation of the final oral report should be determined.

Experience with the committee technique has demonstrated that students gain valuable experience working cooperatively with each other on a common problem. The plan provides an opportunity for an exchange of various, and sometimes conflicting, opinions. A tolerance of the other person's point of view is promoted. Leadership as well as followership is developed. Free of ordinary classroom tensions, the shy pupil is more inclined to take part in informal committee discussions. Thus the quiet individual, who might otherwise hesitate to take part in a regular class discussion, has an opportunity to be heard. In this situation students learn to participate in the solution of live problems. Each individual student is forced to defend his point of view to other committee members. With the division of work among a number of committees, each concentrating in one area, a wide range of learning experiences can be realized. The feeling of belonging, of being a part of a group is promoted. Wholesome com-

petition among committees for the most successful report often results.

Committee work, like many other teaching techniques, has certain limitations which need to be recognized. One of the principal disadvantages is that the "rider" is encouraged to ride because it is difficult to locate responsibility. It is comparatively easy for some individuals to "pass the buck" or to "let George do it" in this plan. The delegation of duties and assignments is not always clearly understood. Some teachers feel that committee work is too time consuming. Because a few individuals are incapable of cooperating, an uneven distribution of work results. In this way the superior student may appear to be penalized. One or two strong personalities, not necessarily the most capable, may dominate the committee. The quality of the final report will not rise above the capacities of the committee members. Members with low ability will probably produce a report which will reflect a pooling of the ignorance of the group. The scheduling of meetings sometimes results in conflicts. Meetings can develop into "bull sessions" and become predominantly social gatherings. It is difficult to find members with a common interest. Evaluating individual contributions and growth presents a real problem for the teacher. Committee assignments which are commensurate with individual abilities are not easily attained. In large classes this plan is difficult to inaugurate.

AROUSING CURIOSITY

LEWIS H. CHRISMAN

A real teacher possesses the virtue of curiosity; the student who does not sooner or later acquire this trait can obtain only a second-hand, imitiative, spurious substitute for an education. But the word *curiosity* to many does not suggest an especially dignified or inspiring meaning. On the contrary, it savors of meddlesomeness, eaves-dropping, and snooping. A word of wide range and noble connotation must not be limited to a description of the noisiness of a village gossip. Matthew Arnold in "Sweetness and Light", refers to the word as often conveying "a certain notion of frivolous and unedifying activity," but he also mentions another meaning of the term, "a liberal and intelligent eagerness about the things of the mind." Used in this sense, it has in the language of educational aims and values a significance of the highest importance. He who lacks this intelligent intellectual eagerness has no business in the teaching profession. Communicating it is one of the essentials of the educative process.

Not all that can be said about values in teaching and learning is found between the covers of books dealing with the science of education. Now and then a novel gives us some illumination in this area. In Louis Bromfield's *The Farm*, we find a passage with a direct bearing on the subject. The author, in describing that sturdy, Scotch-Irish farmer Jamie Ferguson, makes the following observation: "He could read and write and he had an elementary knowledge of mathematics, and a Calvinistic training, the results of which he jettisoned later as nonsense. Humbly he never saw that within himself lay the greatest and surest means of acquiring an education. He never saw that his own passionate curiosity about everything in the world and his own hunger for knowledge was a better means than all sorts of professors and academies." If this avid curiosity is such an outstanding means of obtaining an education, it is most certainly not to be ignored by professors and academies.

And it is not entirely neglected in the thinking of those vitally concerned about the real meaning of teaching. Carlton J. H. Hayes, the distinguished historian, in speaking of his own student days makes the following arresting statement: "James Harvey Robinson . . . was the greatest teacher I ever had. I say 'greatest' because more than any other man he made me think. He had a way of arousing the student's curiosity and of filling that student with a great determination to satisfy that curiosity; and the curiosity which he aroused at least in me was a curiosity about things which most of us take for granted." This is exactly what we mean when we talk about curiosity as an essential factor in the art of teaching. Whatever other weaknesses a teacher might have, he who can arouse curiosity and develop in the student, the art of looking up things, is doing a successful job.

This truth stands surprisingly near to the center of present-day thought in the field of general education. Curiosity concerning things worth knowing is an important aspect in "the cultivation of the traits of mind and heart which constitute the basis of decent living." In *Toward General Education* by U. S. Commissioner Earl McGrath and others there is a characteristic recognition of this in one of the comments on the value of literature as a factor in the development of character and person-

ality: "Literature, therefore, seems indispensable to a well-rounded program of general education. When rightly taught, it has within it the power to help the student achieve almost all of the objectives which we have set up for such a program: intellectual curiosity, emotional maturity, moral integrity, aesthetic sensitivity, and the desire and competence to be a useful citizen." It would be hard to improve on this as a statement of educational objectives. The fact that intellectual curiosity is listed as one of the aims of what is probably the most clear-visioned and important movement in modern education is of high significance, especially in relation to the subject under discussion.

Modern man cannot say with Francis Bacon, "I take all knowledge to be my province." All of us have certain intellectual blind spots. Now and then something happens which gives us a sense of these deficiencies. As we review our educational past, we are inundated by waves of regret. We feel that our lives would have been surpassingly richer if this or that door had been opened. And when we begin to analyze the reason for these limitations, we can frequently trace them back to our not having had our curiosity in regard to that particular subject stimulated at the strategic hour.

As I once rode over the tree-clad hills of West Virginia with Dr. Whitman, I was forcibly impressed with the thought that he was alert, intelligent and delightful in a field in which I was perilously near to being blind as the proverbial bat. He was tree-conscious. Therefore, that autumn afternoon he saw much which I hardly noticed. It happened that I knew a sycamore when I saw one, but was unconscious of the hundreds of speckled trunks bending toward the bed of the Elk River until he called my attention to them. Dr. Whitman was far from being an auto-seat lecturer, but since we were among trees he could not have concealed his knowledge of dendrology if he had tried. Naturally I began to wonder why I had grown up in such abysmal ignorance as to this phase of the natural world. The explanation is that I had not been fortunate enough to meet anybody who had stimulated my curiosity. Knowledge is like a snowball. It accumulates as it rolls along. Given an interest, facts and ideas multiply, but we must get a start somewhere.

Live teaching is not divorced from the world immediately around us. We have all likely met those who have journeyed far and seen tragically little. Although we must not blame all of man's shortcomings on schools and teachers, there is a responsibility here which has to be recognized sooner or later.

Robert and I were in one of the same classes in the University of Wisconsin during the first summer of World War I. I remember him as being the most excessively conscientious student that I have ever seen. When he was not in the classroom, he was in the library, morning, noon, and night. Any knowledge which could be obtained from books and lectures, he could be depended upon to get. What a heavy load of notebooks he must have carried back to his Southern home! I am afraid, though, that this is about the whole story. He studied Emerson with all possible assiduity, but he was completely lacking in the intelligent discrimination of that shrewd, observant, sagacious New Englander. If Robert ever found himself near any of the five lakes of Madison, he did not give it even a passing attention. He cared nothing about the human scene or the social picture of that uniquely interesting and delightful American town. Not until the last day of the summer term did he discover that Madison was the capital of Wisconsin. One wonders if this complete lack of interest in the individual's nearer environment is not found too frequently among those who have climbed to some of the higher rungs of the educational ladder. This being the case, we naturally ask just where the educational program was so notably deficient. And the next question begins with the word "Why?"

It is easy to lament the failure of teachers to stimulate the intellectual curiosity of students, but all of us have to be satisfied with a modest measure of success. The mind of the teacher does not always connect with that of the student. Many a time there is a mental inertness which we cannot break down no matter how hard we try. But if we do occasionally manage to arouse an enthusiastic curiosity in regard to the things of the mind, the result can be really left to itself. If a person has a normal degree of mother wit and is fired with a desire to find out about certain subjects he will eventually become in the range of these interests, one of the enlightened ones of earth. That the educative process should include the development of an interest in facts worth knowing and a desire to extend the individual's knowledge of them is a truism which few would have the temerity to deny. However, the matter of ways and means of attaining this highly desirable goal presents a more perplexing question. A complete answer to it would involve a discussion of the entire technique of the immediate problems of teaching. Especially does it involve methods of motivation. The making of assignments, the explanation of material, the asking of questions, and divers similar matters enter into the picture. There is a sense in which essentially dull teaching is never good teaching. Unless interest is developed certain basic goals are not reached. Learning involves a vital experience.

But in this connection one other thought should be stressed. In commenting on the wide-ranging interests of Dr. Oliver Wendall Holmes, William Dean Howells once said, "The

way to be universally interesting is to be universally interested." The attitude of students to a given field is, to a very large degree, determined by that of the teacher. Some of the most effective teaching is that which is done by contagion. Curiosity concerning a given subject is often caught rather than taught. Ever since my high school days, I have been intensely interested in local history. It has been many a year since I left my boyhood hills with their Brandywine battlefield, Valley Forge and traditions galore of Revolutionary days, but I still get pleasure in finding out something new in regard to that land of fertile fields, big barns, and ivy-mantled houses going back to the days of William Penn. And furthermore, wherever I have happened to find myself, whether the period has been long or short, it has been my joy to learn something about the history of the region. I can definitely trace back my "catching" this interest to a teacher whom I had in my high school days. If I had received nothing else from him, he would still deserve my genuine gratitude.

As far as immediate emphasis is concerned, the range of educational possibilities is almost limitless. This teacher can inspire a curiosity for data in regard to a given area of thought and that about another. In his book, *College Teaching and College Learning*, Ordway Tead, in referring to the student, observes that "His sense of curiosity and his grasp of the operating meaning of rationality should be fostered in every course." Such a statement is not debatable. The calamity is that far too frequently we fail to measure up to this modest standard. True, it is not always our fault. Not every teacher can reach every student exposed to his tender mercies. But whenever there is a teacher who cannot inspire intellectual curiosity because he lacks it himself, there we have the worst of educational tragedies.

IT STRUCK ME AS GOOD TEACHING

NELLIE M. OTTE

She was one of my professors in a six weeks course in summer school. The first day of the course she said happily that she liked summer school; heat seemed to oil the students' minds so that they worked better than in the winter!

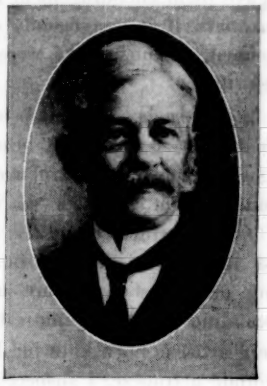
"Happily" is a word to be applied in general to her way of saying and doing things. When on a number of occasions I heard her spontaneously laugh out loud in class, I thought of several lecturers in the same University who had not found occasion to smile more than once or twice during six weeks courses. Her good cheer, however, was of no superficial variety; one realized immediately that it could come only from someone who knew the problems of the world in which she lived, as well as its pleasantness and peace.

Her understanding of people was superb. The first day the class met, a comment was offered by a slow-speaking student whose thinking was usually somewhat muddled. He appeared to be getting nowhere, and before long had lost the attention of most of the class, if one judged by their bored expressions. But the professor did not miss one word. By close attention she got not only what he said but also what he was trying to say. Furthermore, before the end of the six weeks, by means of such close attention on numerous occasions, she had extracted from this student, for the class, a kernel of truth which was a really amazing contribution to the subject under discussion!

During the second session a person of a completely different type confronted the class. Rising to his feet in a dramatic fashion, he began an eloquent speech in which he stated an opinion contrary to that known to be the assumption underlying the course. Startled glances indicated our fear that we were embarking upon six weeks of argument which would get us nowhere. The man before us would be rising daily to champion his cause; daily painful "squelching" would be necessary to keep the peace. But was the professor worried? She listened in a thoughtful, calm matter, with not the slightest impatience, as if we had all six weeks in which to listen to Dr.———'s ideas. After the impassioned close of his speech, she observed that Dr.—— had stated very clearly a position which we should be meeting constantly in our thought and reading; she was glad that he had stated it for us early in the course; he had done us a service which we all appreciated.

Strange to say, we suddenly did appreciate it. We looked at Dr.——with a new respect. He looked at himself with a new respect. Instead of being an outsider fighting us, he had become one of us through doing us a service. He never again spoke at length in an agitated, dramatic fashion; thereafter he offered his views briefly, in a normal tone of voice. Our class did not degenerate into a field of pointless argument.

Then there was the rather bold girl who spoke poor English and seemed out of place in an educated group. Somehow the professor learned that an unusual project which bore on our discussion had been carried on in her home town. Several



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days before the end of our work this girl talked to us for a half hour on this subject. She showed an unusual ability to explain the practical workings of an undertaking. We forgot her seeming lack of culture.

Also among us was the shy individual, who even in a small room talked so low when she first spoke that she had to be asked to repeat everything she said. Later this person was asked to be chairman of the class on a day when the teacher was absent.

The question which concerns me here is whether I, a teacher in a common school classroom, can assume, as this University professor did, that the slow student, the tempermental student, the crude one, the shy one, has something precious beneath his discouraging exterior. I believe that I can.

Well, you will say, suppose you do assume this; you are suggesting nothing new. Numberless times we've been told that we should believe in the worth of the individual. What excuse have you for telling the old story again?

My reason is the fact that thousands of us still do not use this belief, either because we do not have it or because we do not work hard enough at gaining skill in applying it. Dr. Donald A. Laird, in an article in the March 1949 *Your Life* magazine, reports something of interest which bears on this subject. When he asked several hundred high school seniors to write a plus-mark on a slip of paper if their teachers generally gave them encouragement and a minus-mark if it was usually discouragement, "minus-marks were in the majority."

The good teacher whom I have described was born with beauty, which helped make her attractive to her students; but although she had native talents which could be developed in the direction of understanding people, she was not born understanding people any more than a trapeze artist is born knowing how to negotiate a trapeze. I suspect that she developed her ability to recognize the creative powers in people as the trapeze artist develops his art: through knowing someone else who had it, and then through practicing.

DOES SHE WEAR A LABEL?

MAXINE PUTNAM
FAENELLA FELL

We knew when we made ourselves a part of the teaching profession, that being teachers, especially in small communities, is not unlike living in the proverbial glass house.

Admitted that we have a responsibility to the community and that like other normal human beings, we do wish to contribute our talent, our time and our interest to the advancement of our locale. Have we, however, become martyrs to the cause of teaching? Do we feel subjugated and tramped upon?

Yes, the war did make unusual demands upon us, and we gave willingly. But, as the world now moves forward in this new era, are we to live in our vain, deceiving attitudes, giving more of ourselves than we can afford to give? If you are one of the profession who has always been able to meet every demand upon your personal time with an emphatic "No," this discussion will hold little for you. Rather, it is intended as a challenge to those of us who, fearful of criticism and inwardly desirous of praise, long for and dream of an equilibrium in our lives. On one side of the balance we need time which we can devote to our jobs and to the legitimate demands of the school and community; on the other side, we need time which we can use in personal development.

It is an accepted fact that aesthetic appreciation, mental and physical relaxation, as opposed to meager existence and the tenseness of frustration, are the *optimum* in the art of living. In other words, not only shall we receive physical and cultural benefits through playing bridge, reading our magazines, swimming, bowling, knitting, gardening, and enjoying art, music, and drama but also through our enriched personalities, we shall color the lives of those we meet. The relaxed, well-traveled and well-informed teacher is ever a source of joy and interest to her pupils.

We have teachers in our many systems who have allowed themselves to be anesthetized with the chloroform of lethargy. These escapists seek solace for the inadequacies in their lives through overeating, smoking, drinking and overindulgence in dress, movies and the soap opera thriller. Thus, they ignore their potentialities, forgetting that, although not all-important, the picture frame not in harmony with the subject inevitably detracts from the artist's intent. Sometimes teachers whose health has been affected by strenuous school and home responsibilities, become bitter, let down and quit trying because of poor health and worry.

It is apropos for us to give ourselves the eagle-eye, for us courageously to walk to the mirror and candidly face the facts. The following penetrating interrogation may be

helpful in applying the yardstick and in our resolving to do something about this situation.

When my students look at me, what do they see? Do they look upon a fresh countenance, a vivid smile, sparkling eyes and a body that is vibrant with the health of sane living? Do they scent Chanel Number 5 or Yardley's Shaving Lotion or do they recoil from the reeking of stale tobacco? (How that odor does persist!)

Is my suit clean and neat as well as stylish? (That can of Energine and the ironing board can do us proud!)

Can I glance at my reflection without cringing and without saying, "Do I really look like that?" Why am I carrying the weight of the world? (What else could have rounded my shoulders, crooked my spine and run my heels over?)

Are we the Big Berthas who, although apparently aiming well, sometimes never quite hit the target? (Granted that we find a gourmet's delight in souffles, eclairs, and parfaits, we should be connoisseurs of something other than food.)

Would Dache shudder at my choice of hats? The ultimate of good design is compatible with conservatism and charm. (A husband, while helping his chic wife select a hat, pled wistfully, "Not that one. It makes you look like a school teacher!" What have we done to become so labelled?)

Does my appearance belie the fact that I am proud of my profession? Fortunate the writers are to be part of a school wherein high standards of appearance as well as professional development are maintained. This situation is not due to accident but to discrimination on the part of those who employ.

A nattily dressed male member of our faculty, upon being approached as to how he attained his consistently professional appearance with attractive ties and a variety of well-selected suits, confided, "Well, my dad, who was a teacher, was a suit-a-year man. I have found that it costs no more over a period of time to own several suits and to have the lift from frequent changes than to buy and wear one suit a year!"

This same unassuming man, who owns a farm in his community, while traveling as a delegate to a convention in an eastern city during the war, preferred to be known as a dirt farmer rather than as a teacher. To his delight, the wall that had sometimes seemed to exist between him and the public dissolved. This teacher, evidently shrinking from the usual sympathetic overtures had become sensitive to the public condescension toward unfortunate, underpaid, over-worked teachers.

Pedagogy has become a profession and we in it, as well as the public, must respect it. Let us *vitalize* our thinking, *streamline* our bodies and *atomicize* our methods.

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PREPARATION FOR DYNAMIC TEACHING

MAURICE JAMES ROSS
Associate Consultant
Connecticut State Department of Education

Present Pattern of Teacher Preparation

Most teacher-preparation programs today are arbitrarily and autocratically set up by the faculty of the teacher-training institutions. The faculty believes that its program is a program to develop democracy and democratic institutions because it has participated in the development of the program. As far as students are concerned, the program is dictatorial; they have not participated in its development.

Teacher-training programs today are based on the belief that the job of public education is to prepare pupils for life and living. Therefore, pupils need certain knowledges, skills, abilities and attitudes. These knowledges, skills, abilities and attitudes can be best developed if we use the child's interests as the primary factor in motivating him to participate in what the faculty decides is desirable activity. True, individuals differ, but the desired attributes can be developed within a limited framework of activities.

To prepare children for life and living, teachers, so it has been claimed, need varying degrees of mastery of: the subject matter of instruction, teaching skills, the theory of child growth and development, with due regard for individual differences, the ability to develop or interpret tests of achievement, ability, attitude and interests.

There has been much emphasis, in theory and discussion, on the integration and articulation of subject-matter. Previously, emphasis had been placed on the correlation of subject matter. Analysis of the offerings of teacher-training institutions shows that much compartmentalization of subject matter continues. In many institutions, survey courses have been introduced to provide an overview of an area of study and to provide integration of various subject matter areas. Frequently, the various parts of these courses are conducted by special specialists in each of the areas to be integrated. Each leader tries to develop specialists in his own area as his contribution to this introductory course.

The Dilemma of the Present Pattern

Here is our dilemma. A modern society demands many specialized skills, knowledges and abilities along with general skills, knowledges and abilities. Modern society demands that education concern itself with the needs of society, collective man, as well as with the needs and interests of the individual with his unique personality and pattern of growth and development. Modern society forces the individual and itself into competition and strife while it cries out for compromise, for agreement and for the interdependence of persons and groups.

The teaching profession has recognized the dilemma of modern society. The profession recognizes that change and preparation for change are among the few certainties of modern society. Our statements of the Seven Cardinal Principles of Education or, more recently, of the Purposes of Education in American Democracy are evidence of awareness of the need and inevitably of change. The program of teacher preparation has not kept pace with the program of pre-collegiate education, even though pre-collegiate education itself lags behind educational theory and proved educational practice.

One of the major reasons for the inadequacies of our teacher-training programs, reflected in our whole educational program, is the assumption by the instructors of faculty of the teacher-training institution that they know all the answers. They know what the problems of society and the individual are and will be. They know what changes the individual and society will be called upon to make. This just is not so. Even if it were, the resulting teacher-training program has been dictatorial in design and autocratic in method as far as the students are concerned.

With all our emphasis on democracy and the participation of individuals in the determination of their own paths of action, we do not yet show sufficient faith in the democratic process. We maintain that children can participate in the selection of their own goals and activities. We know that the degree of participation is limited by the maturity of the individuals in the group. We are constantly being amazed by the amount of responsibility individuals and groups can and do assume. The more responsibility the children are permitted to have, the more they assume. And the better they carry out their assumed responsibilities.

For some unknown reason, the moment we become teachers in a teacher-training institution, we lose even our limited faith in the democratic process. As a faculty, we maintain we know what the prospective teacher needs to know and be able to do. Perhaps we do. But how much better it would be for prospective teachers to become acute-

ly aware of their needs through their own identification of their own probable needs and through the recognition that their needs and their pupils' needs will continually change.

A Fresh Approach

To this point, there has been an analysis of some of the difficulties and inconsistencies within teacher-training institutions.

Here follow some ideas of what a teacher-training program might be. These ideas are based largely on observation of students, student-teaching, and instructors at one teachers college. Since the program is still experimental, the college will not be identified.

For the better part of an entire school year, the writer had frequent opportunity to talk with students and instructors and to observe students and instructors at work in the college, in the training school and in the community. What he saw and heard was a demonstration of faith in the democratic process. The product of the process, as far as he has been able to judge, is a teacher who practices democracy in the classroom. The teacher-product is a constantly-growing person.

The new teacher-training program emphasizes student identification of the problems of concern to society, to groups, to individuals and to themselves. What are the problems? Why are they problems? What do you think can be done about the problems, and why?

With discussions such as these, it is not long before the students realize the need for more help in identifying problems and issues more specifically and in deciding upon areas of inquiry and study which may be fruitfully studied. Consultants, faculty members, citizens and other persons who have some competency in the area are called in as needed.

The group decides upon its division of labor for the working out of the problem or problems to be studied. Courses may be needed; they are begun as needed. The group may decide that they, or some of the members of the group, need work experience. Bibliographies may need to be prepared and reading done. The group may need to observe certain activities. Or they may feel the need for work with children — on the playground, in clubs or in neighborhood groups. They may feel the need of a closer working relationship with parents and with citizens of the community — in civic drives, in welfare or recreational activities. There is purpose to the activities undertaken by the group.

Activities are undertaken by voluntary action of individuals or by assignment from the student group or sub-group. Activities of a similar nature may be assigned to different individuals during the year as the group realizes the need for varied experiences in problem solving. There is purpose to student activity. The emphasis is on methods —methods of locating sources of difficulty, methods of locating data, methods of analyzing data, methods of coordinating data, methods of reconciling differing points of view, methods of obtaining cooperative action.

These are methods which allow for growth and change as the student go out to teach. These are methods which do not lose their timeliness. These are methods which emphasize the utilization of all pertinent data from whatever source derived.

Students do make mistakes in this approach to teacher-training. Students do make occasional false starts. Students do sometimes undertake more than they can successfully accomplish. However, the students learn from these mistakes.

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bers of the group — learning and developing with them. Instructors no longer are dictators of curriculum and method. But instructors work hard, harder than they worked under the plan of definite and prescribed student activity.

Instructors must now be specialists and generalists at the same time. They must be prepared to act as consultants in their own areas of competence, and they must know how to guide groups in identifying problems and elements in a problem in other areas. They must be concerned with methods of identifying problems, methods of seeking out help and materials, methods of formulating tentative conclusions and methods of testing conclusions.

Instructors must be persons who will learn and grow with their students. They must themselves be constantly learning and developing in the many areas. They must continue to develop the "whole instructor."

Lastly, these instructors must have real faith that the democratic process can work and work well. They must have faith that students can and will identify problems of education and teaching. They must have faith that students can learn from their own mistakes and false starts. They must not be so impatient that they deprive students of the opportunities to learn and to act for themselves. Instructors must have faith that the world will not immediately come to an end nor will the college die if students outvote or over-rule the instructor in some phase of the work.

WOULD I RECOMMEND?

MARTIN WOLFSON
Brooklyn Technical High School
Brooklyn, New York

Would I recommend that a bright boy or girl enter the teaching profession? Would I recommend teaching to my son or daughter? If I were to address a graduating high school class, would I urge the bright ones to become teachers?

Our country is suffering from a teacher shortage. School authorities are conducting a campaign to attract young people to teaching. One might wonder with what sincerity the favorable arguments are presented to youth. I as a teacher read them and cannot help but doubt the sincerity. School authorities must know of the dissatisfaction and discontent in the hearts of many teachers. The authorities must know that if young people were to hear the intimate conversation of teachers about their profession very few would be induced to come in. No, teachers are not saying, "The water is fine."

There is no doubt that the teaching profession has a high quota of bright and good people. There is no doubt that these bright and good people are trying hard to extract some measure of joy and fulfillment from their work. There is evidence all around us that our schools are doing good work with the young because of the presence of these people in the profession. But this does not refute the fact that every good person in the schools is a disheartened and frustrated member of the teacher corpus. He may not show it. He may not admit it. But it is there in his heart and mind. Get a teacher into a confidential mood and you will discover this fact. In the 1930's when the depression raged throughout our land and teaching offered steady pay and security, bright and good young people flocked to the schools. To a large extent the good work in the schools of recent years is the direct result of the presence of these depression-entrants.

Our teachers recognize the values inherent in democratic education and the need for strengthening our school system. They are studious about the best methods. And, yet, our teachers are not happy, and look with wonder at the young people who are seeking to become teachers. Of those who are coming into the profession today many are bright and good. Ask them why they are entering teaching and they will give apologetic answers. Speak to these young entrants today and they are disillusioned and frustrated before they actually start, before they have had the experience necessary for disillusionment and frustration.

If we were to take a statistical count of how many children of teachers are guided into teaching we would find a very, very small number. The overwhelming number of teachers' children enter other professions. Probably, the truth of the matter is not that the parent-teacher guides his child away from teaching, but that the child steers away from teaching because he or she has watched the parent and has heard too many sighs and regrets.

Now, why would I not recommend that youngsters go into teaching? I would be very much embarrassed if I were given an assignment to go into the high-ways and by-ways to induce young people to become teachers. I would have to say something like this:

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And, then, when a goodly number have departed, I should address the remainder as follows:

"Many of you may be very bright and good. Many of you may be competent. Many of you may be talented. Many of you may want the things wanted by those who have just left us. Then why are you here? Is it because you have no courage to go out into the world and fight for your wants? Maybe. Is it because you have immediate committments and a teaching job will help you to fulfill them? Maybe. Is it because compared with the status of your parents and your friends teaching is an advance? Is it because you have no contacts and you feel that here is the safest and surest place for the approximation of your dreams? Let us be frank. Are you entering teaching because for a person like you, the outside world has poorer rewards? Or are you entering the teaching profession only as a means for other activities, like marriage, like afternoon law practise, like pin-money, like summer travel, like time for further study? If so, then by all means, we welcome you. But, you must promise that you will never admit these real reasons for entering the teaching profession. You must promise that you will always talk about the idealistic goals of the profession, like love of the child, citizenship, progress, truth, morals, etc., etc."

Now, under what conditions would I recommend the teaching profession to bright and good people? What would the schools look like before I recommend the teaching profession?

First and foremost, there must be in the schools every opportunity for independence and integrity. The teacher must have the professional sense of individually determining his activities in collaboration with

his peers and colleagues. We must get rid of the military chain of command system with hierarchial gradations from the lowliest classroom teacher to the Almighty Superintendent. Recently, there has been much talk about intelligent and democratic supervision. This is the myth of the benevolent ruler, who, as we know, always has in his closet the whip-lash of final authority.

Second, there must be a shorter working day, a reduced working week, and a reduced working year. Teaching is an activity which requires much leisure.

Third, we must get rid of all the clerical, nursing, and policing duties, which eat into the energies and into the nervous system and into the soul of the teacher.

Fourth, the teachers must be freed from the notion that they are the servants of the prejudices, interests and whims of the community. Teachers want to serve the community but not as hirelings, maids, butlers and chauffeurs, but as leaders, experts and technicians.

Fifth, teachers must be free from controlling powers who seek to use the schools to advance their particular economic, political or religious creed. Teachers want to serve the interests of science and truth and morals.

Sixth, teachers must be given financial rewards commensurate with the highest cultural standards possible in the richest country in the world.

Given these six fundamental conditions, I would be a most enthusiastic propagandist for teaching.

When a practising teacher reads in the press that the teacher shortage continues, he is not surprised. It is confirmation of the fact that teaching is of all the professions the most humbled and humiliated. Given today's economic prosperity and the spirit of initiative taught in the schools and colleges, it would indeed be a miracle if youngsters were to flock to the classrooms. Even if I were to beg and urge and shout from the roof-tops, the young would not heed. This makes it easy for me to answer the question, "Would you recommend teaching for the bright and good young people?" No, I wouldn't. And the facts sustain me.

MOVIES AND MENTAL HEALTH

GEORGE K. MORLAN

Rumors are a measure of the morale of a people, and the continued resurgence of stories about flying saucers seems to indicate the profound sense of insecurity we feel today. But instead of burying a rumor like this, as it deserves to be, Hollywood has exploited it in a picture entitled, FLYING SAUCERS, that takes the unhealthy rumors as truth. The result is that already mounting tensions and suspicion are blown up without providing audiences with an opportunity to check on the facts.

When we are emotionally upset, the first step in reducing a disturbance is to find out what really did happen or why it happened. Since this story takes place in Alaska, practically none of us can ascertain if Russian agents are working freely and easily there to get an airplane called a flying saucer. In the tense atmosphere prevalent today, this film is as healthy for emotional poise as wind is for a forest fire. Suspicions are not nailed nor are they proved. As a result audiences are likely to grow in feelings of uneasiness and insecurity. Avoid if at all possible.

Unfortunately, this long, tedious film is being shown on the same bill with the delightfully appealing RED SHOES, and to see the latter, I sat through the former. Besides the delight of beautiful dancing, music and lovely scenery, there are many minor details of incident and lines that direct our attention away from ourselves in a salutary manner. For example a well-established composer takes the music of one of his students and has it performed as his own. Few teachers who face the problem of student dishonesty are likely to forget the advice of the ballet impressario to the young music student —that it is a greater tragedy to feel a compulsion to steal than it is to be stolen from.

There is hatred and cruelty in RED SHOES as in FLYING SAUCERS, but the effect is quite different. In RED SHOES the characters are not enemy stereotypes but human beings that are both good and evil. They love as well as hate, and because they are alive as human beings, audiences are more likely to experience a catharsis of their feelings than they are when the story gives the impression of being stacked.

THE GREAT LOVER, like other Bob Hope pictures, pretends only to entertain and amuse. Unfortunately the portrayal of an insane killer loose on an ocean liner is neither very entertaining nor amusing. The scenes with the mad killer are mixed with mild monkeyshines, and the overall effect of the film may not be unwholesome; yet too many people think of insanity with horror, and this unhealthy attitude is re-enforced in THE GREAT LOVER. Not recommended.

In THE INSPECTOR GENERAL there is an amusing illustration of scapegoating. The corrupt mayor of the village learns that the in-

spector general is coming and that his corruption is likely to be exposed. The mayor was to blame for his predicament, and he should have been angry with himself. Not willing to face his own weakness and accept his own responsibility, he slaps the chief of police, who slaps one of the policemen, who hits a poor peasant, who kicks a goat.

In the same way minorities often get kicked and slapped around, not for anything they have done, but for the reason that the majority has done something for which they are unwilling to accept responsibility. Unfortunately, few people are likely to see the connection of this incident to their own prejudices, for the scene is played for laughs. There's likely to be no harm in seeing this film, but to this reviewer at least, it was disappointing entertainment.

The French film, DEVIL AND THE FLESH, in bare outline is like hundreds of Hollywood pictures. Sin, adultery, disloyalty, irresponsibility, yes and la grande passion are all here, but there is a difference, and the essential difference is not merely the fact that the French film is more daring. The important psychological difference is that in DEVIL AND THE FLESH the audience can feel with the main characters that what they do really does seem right, and in the end, the audience feels, too, that the climax is no mere contrived conclusion but a genuine tragedy.

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My Teaching Is Easier Because . .

My teaching is easier because of an idea I've borrowed from Benjamin Franklin. In my high school reading of his *Autobiography*, I was impressed by a practice he adopted in his later years. Rather than attempt to keep in mind all the things he wished to remember, Franklin resorted to a written list. I confess I haven't waited until my mental powers showed signs of decline before copying Franklin's plan. Almost since the beginning of my teaching days, I've kept "a little list".

In my job, the responsibilities of classroom teacher, of sponsor of student government, and of faculty chairman of a school-wide in-service program necessitate a rather long and varied list of things to be attended to each day. With this list made up nightly and clipped to my class book, it is a very simple matter to decide quickly what jobs can be done before school starts in the morning and at free moments during the day. With parallel copies of a student schedule and a faculty schedule Scotch-taped to the writing panels of my desk, I know readily

whether people are available for consultation. I find my list particularly helpful on days when there are many unexpected interruptions. A quick glance puts me back on the train of action I had started. As each job is done, it is crossed off the list, leaving the remaining items to head the next day's list.

For this device alone, if for no other, Benjamin Franklin has earned his reputation with me for practicality.

MARGARET KURILECZ, *Dobbs Ferry High School, Dobbs Ferry, New York.*

The End of a Quarter

RUSSELL SLEICHER

She never missed a day because of illness in the twenty-five years of her teaching life. What an enviable record!

But! She came to school so sick that she could hardly keep school, let alone teach. She was weak, sick, feverish, and naturally very irritable. Her voice was faint, her lips dry and chapped, rebelling at speech.

What did the children do on those days? How much did they learn? To what infectious germs were they exposed? What risks did the teacher take with her own life and health?

No, she never missed a day because of illness. She is proud of that record. It is a record that has in it false pride and misdirected zeal that speaks disgrace to the intelligence of teachers. Teachers, first of all, teach yourself the fundamental rules of health. Destroy the false satisfaction of the record that has no integrity.

With school sick leaves now more fair and liberal, there is no penalty on illness. There is no need to set up goals that outlaw true wisdom. We no longer give prizes for perfect attendance of pupils. We are less likely to require make-up work from children who have been ill. Therefore, let us be sensible with our own health and welfare. Perfection is a desirable goal only so long as others need not suffer because of our attempt at its attainment.

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TIPS FOR TEACHERS

One American in one normal week consumes six times as many eggs, seven times as much meat, twice as much vegetables, twice as many fruits, four times as much sugar, and twice as much milk as does one Russian. On what does the Russian live? Practically a bread and potato diet with over twice as much bread and nearly three times as many potatoes as the American eats. These significant facts are brought home in a series of two-color picture food charts in NEIGHBORS ACROSS THE SEAS (Gr. 6-7) by Norman Carls and Frank Sorenson.

School administrators by the dozens voted the "most practical and attractive item" among the exhibits at the meeting of the AASA to be the WINSTON, NUMBER AS THE CHILD *SEES* IT. These instructional materials are designed to make number meaningful and to help the learner to see, touch, move, and manipulate devices so geared to his own level that they are as interesting as toys.

FRENCH PRONUNCIATION RECORDS *by Dr. de Sauzé emphasize* the oral approach of the famous Cleveland Plan. These four 10" records of unbreakable vinylite, with high fidelity tone reproduction, insure correct pronunciation.

Newest in elementary social studies texts is TOM'S TOWN, second book in the new WINSTON SOCIAL STUDIES PROGRAM by Mary Willcockson, Roy A. Price, and Gertrude Hildreth.

1950 copyright has been granted for THE WINSTON DICTIONARY FOR SCHOOLS, the dictionary designed specifically for the pupil in the elementary or junior high school.

Content with meaning is the theme of EASY GROWTH IN READING. Replete with action and life, all books in the series feature the STORY in its most appealing form. Children love their EASY GROWTH readers which afford "plateau places" of easy reading and "rest-stops" which enable slower pupils to read along independently.

A·T·P·I MEMBER

WINSTON 1010 Arch St. Phila. 7

THE NEWS DIGEST

Talmadge Opposes Increasing State Aid

ATLANTA, GA., — In the face of school leaders' demands for $33,000,000 more school funds annually for the improvement of both Negro and white facilities, Gov. Herman Talmadge, in a message to the Georgia Legislature, took a vigorous stand against inereasing the state's tax load.

The Governor asserted that he was against any new taxes because "farming conditions are bad, unemployment is increasing and business profits are decreasing."

Georgia's schools now have an appropriation of about $50,000,000 under the minimum education foundation program for the state, which was approved at the previous session of the General Assembly but for which the legislators did not provide necessary revenue.

Mr. Talmadge declared that he was in sympathy with school needs and emphasized that he would "like to see as soon as feasible and possible sufficient revenue made available."

Links Delinquency To Speech Defects

EAST LANSING, MICH., — Eighty per cent of the youth at the Boys' Vocational School have some speech imperfection.

This is evidence that inability to express oneself properly contributes to delinquency, Prof. Wilson B. Paul, head of the Michigan State College speech department, told members of the Michigan Association of Teachers of Speech at their convention here.

It is also evidence, he said, that the schools are not giving enough attention to correcting such deficiencies.

Reject Board to Study Reds in Schools

BOSTON, — A proposal that Massachusetts set up a commission to determine if there has been any infiltration of communism in schools and colleges was rejected by the House after lengthy debate.

The bill had been reported adversely by the legislative committee on constitutional law after a hearing. An attempt to revive it by referring it to the committee on education was defeated on voice vote and the adverse report was accepted.

Rep. Gordon D. Boynton, led the fight against the proposal. He termed it "a little Dies Committee bill" and said it was "fundamentally wrong because it violates the bill of rights."

"The right of freedom of speech should not be abridged in Massachusetts," Boynton declared. He read a letter from Dr. James B. Conant, president of Harvard University, stating that such an investigation was likely to cause serious injustice.

Superintendents Would Restrict Federal Aid to Public Schools

ATLANTIC CITY, N. J. — Fourteen thousand educators attending the American Association of School Administrators' convention here last month focused attention on such matters as education's part in working for world peace and international understanding, freeing the schools from partisan politics and improving public relations.

In a surprise move, the nation's most influential school group overwhelmingly adopted a resoultion which would deny public funds for the support of parochial schools. A minority protest prepared by Superintendent James L. Hanley of Providence, R. I., failed to receive even token support. Eighteen other resolutions on major educational problems were adopted, but it was generally conceded that the issue of providing federal funds for non-public schools contained the most potential dynamite.

The delegates also called for the establishment of an independent federal board of education, voted to support federal aid without federal control, recommended a minimum of five years' college work for all teachers and urged reduction of class size to an average of 25 pupils.

W. Travis White, Dallas, Texas, Superintendent of Schools was elected president of the association.

Half-Baked Graduates Held Schools' Fault

LOS ANGELES — American colleges and universities are educating the wrong persons to a dangerous degree, Dr. James R. Killian Jr., president of the Massachusetts Institute of Technology, declared.

At the same time promising students were barred from college by the financial problem, Dr. Killian said. Colleges were stretching their staffs and facilities too thinly in handling an unprecedented volume of insufficiently selective enrollments, he stated.

"The danger here," he said, "resides in the possibility that we will down grade our four-year and professional programs by admitting too many unqualified students, thus tending to reduce our advanced education in this country to a low level of mediocrity.

"We run the hazard of turning out a great army of half-baked degree holders and professional men who will be unable to find in our national life the kind of jobs they might expect, based upon past experiences of limited numbers of graduates from similar institutions."

Historian Griswold New Yale President

NEW HAVEN, CONN.—Alfred Whitney Griswold, 43-year-old history professor, has been elected president of Yale University. President Charles Seymour, who has reached the mandatory retirement age, will relinquish his post to Professor Griswold July 1.

Griswold, who has been a member of the Yale faculty since 1933, is internationally known for his history of American relations with the Far East and his appraisals of trends in American democracy. During World War II, he served as director of the foreign area and language curriculum of the Army specialized training program.

Pupils in Many Schools Learning About United Nations

LAKE SUCCESS, N. Y.,—Within the last two years, educators in this country have evidenced "constantly growing interest" in teaching about the U. N., according to Warren R. Austin, chief U. S. delegate. In a letter to Secretary General Trygve Lie, Mr. Austin noted that teachers in all types of schools had manifested interest in building into their curricula projects for teaching about the world organization.

Mr. Austin's letter accompanied a U. S. Office of Education report which summarized the ways in which schools in this country are carrying out a resolution adopted in 1947 by the General Assembly, aimed at encouraginging study of United Nations activities. Curriculum development programs in Ithaca, N. Y; St. Paul, Minn.; Great Neck, N. Y.; and Bay City, Mich., were commended and special mention was made of the model UN meetings conducted each year by Detroit high school students. Such diverse cities as Los Angeles; Tarrytown and North Tarrytown, N. Y.; Oklahoma City, Okla.; Bismark, N. D.; Stamford, Conn.; and Morgantown, W. Va., have instituted school-community projects dramatizing the U. N. Aside from such programs, the report noted many efforts to carry information about the U. N. to youngsters through their after-school and extra-curricular activities.

On the elementary level, a recent survey of courses in the social studies field showed increasing regard for "developing world understanding."

The report mentioned with pleasure the fact that many universities have taken seriously their responsibility to serve as training centers for teachers and community leaders. Special institutes have been conducted at the University of Nebraska, Mount Holyoke, the University of Colorado, New York University, Claremont College and American University.

In the past two years, some 5,000 requests for teaching suggestions regarding the U. N. have come to the Office of Education. A handbook, "Helping Teachers Build International Understanding", a pictorial report prepared by the N. E. A., and a bibliography for teaching about the United Nations have been prepared in response to these requests.

Prefabricated Schools Urged in San Francisco

SAN FRANCISCO, CAL. — Longer bus hauls for elementary school children will be necessary unless prefabricated schools can be built, said Dr. Harold Spears, assistant superintendent of schools, in a report to Supt. Herbert C. Clish. Prefabricated buildings offered the only quick solution for acute overcrowding in some schools, he added.

"These bus hauls are beginning to become longer," Spears said. "We are beginning to dip into the lower classes, such as the fourth and fifth grades."

Spears proposed the building of 47 prefabricated units in the various local districts.

In acknowledging the report, Clish said he was "gravely concerned" over the need for classrooms and the increasing transportation of school children.

The Superintendent recalled, however, that eight months ago the Board of Education overruled his recommendation for prefabricated units and ordered concrete structures.

Yale to Offer Conservation Course

NEW HAVEN, — Establishment of a new graduate program of research and instruction in the field of conservation of natural resources was announced by Yale University. The program is being undertaken in cooperation with the Conservation Foundation, of which Fairfield Osborn is the president.

The new courses, limited to graduate students, will require two years of study and research, and will lead to the degree of Master of Science in Conservation. The courses will open in the fall term of this year, with Dr. Paul B. Sears, a leading authority in the conservation field, in charge as Professor of Conservation, a new post. Professor Sears, now at Oberlin College, will join the Yale faculty in the fall.

Job Opportunities In Library Field

NEW YORK — Teachers who are in search of a profession which may still be wide open to future job hunters will be interested in a report just issued by Dean Carl White of Columbia University's School of Library Services. Dean White reveals that while opportunities in many professions are leveling off, library work today offers more job openings than ever before.

Dean White said the choice of jobs open to young librarians has continued to widen as higher educational standards in the field reduce the number of available candidates. This year's graduates had on the average a choice of four jobs, he stated. He foresaw a stabilization of beginning salaries at around $3,000.

VA Starts Shut Down On G. I. Training

WASHINGTON, — The Veterans Administration is about to make a start on the six-year job of shutting down the veterans training and education program.

That part of the GI bill expires in 1956. Veterans Administrator Carl R. Gray Jr., has informed Congress that a regulation coming out April 1 will say that — with certain exceptions — veterans may not enter the training program after July 25, 1951.

Furthermore, after that date:

1. Veterans may change courses of instruction "only for the most cogent reasons."

2. Once a veteran completes a course he will not be able to enroll in another even though he may still have some school time left under the GI bill.

The new rules are intended to carry out terms of the veterans readjustment act specifying that a veteran must start his course within four years after the date of discharge or after July 25, 1947, the official termination of the war.

The 1951 deadline will not affect

the approximately 1,000,000 veterans who enlisted or reenlisted under the armed forces recruitment acts of 1945 and 1946 and those veterans who have been discharged since July 25, 1947, or who are still in service.

U. N. H. to Permit Political Discussions

DURHAM, N. H. — Trustees of the University of New Hampshire have adopted a revised declaration of policy on "political activity and education" which permits the full use of campus facilities for political meetings and discussions. The declaration, recommended by a trustee-faculty-student committee, rescinds a 1948 rule which limited such activity to election periods. Designed to encourage freedom of speech and assembly at the University, the trustees' recommendations ruled out only meetings "inimical to the provisions and spirit of the Constitution." Faculty members were reminded to "exercise appropriate restraint" when engaging as private citizens in political action though it was stated that they "should be free from institutional censorship and discipline" in these matters.

Rumors of subversive activity on the campus last year abated when a commission was authorized by the New Hampshire legislature to study such activity throughout the state rather than merely in the university as was originally proposed.

Adult High School "Tailored" to Students

LINCOLN, NEBR. — A "tailor-made" school is the only term that describes the Adult High School of this city. The school offers a complete curriculum — mathematics, English, social studies, natural science, commercial subjects and art — but the organizational setup is so fluid that it can be adapted to the needs of every student, whether he is in search of culture, vocational training, or Americanization. Schedules for classes and individual instruction are elastic enough to fit anyone's working hours.

A supervised study center is presided over by a teacher always ready to help with any sort of problem. The English classes have helped European war brides as well as successful business men who failed to complete school in their boyhood. Shorthand, typing and business law are offered to pupils of all ages.

Trustees OK Master Plan For New York State University

BUFFALO, NEW YORK. — After months of consideration, trustees of the State University of New York have approved a "master plan" that will permit the state to get a start on its $200,000,000 university system. Establishment of Champlain College at Plattsburg and Triple Cities College at Endicott as four-year, liberal arts units of the system, got official sanction, New York thus adopting for the first time the principle of a state-supported residential campus college.

The trustees also OK'd establishment of two two-year community colleges, and laid the groundwork for nine others on the principle that each of the eleven economic areas of the state requires one or more two-year institutions. The first two community colleges will be at Middletown and Jamestown. Development of the other nine is contingent upon approval of the master plan by the Board of Regents and Governor Dewey.

Both Champlain and Triple Cities College had been operated as temporary, individual institutions, charging tuition roughly equivalent to that of private colleges. The state plans, as outlined, would reduce the fees to $200 for state residents and $400 for non-residents. An appropriation of $600,000 by the legislature will be needed for operating expenses for the two colleges during the coming year, but New York students will be able for the first time to get a low cost liberal arts education without going outside the state.

The working program for the decade, covered by the master plan is aimed at meeting the needs of a steadily increasing number of students through state-aided colleges.

This high school is just one phase of Lincoln's adult education program.

Kentucky Teachers May Go Fishing

LOUISVILLE, KY. — Kentucky educators are getting behind a school appropriations program which would raise the taxes on beer, whiskey, cigarettes, and pari-mutuel betting and there has been talk of closing up the schools and "going fishing" until the legislature meets demands for more money.

Gov. Earle Clements recommendation of $22,300,000 a year for the common school fund drew indignant protest from Kentucky Education Association leaders who charged the governor had promised $34,500,000 for the schools.

At a protest meeting in Frankfort, 600 supervisors, teachers and principals drafted a tax-increase program for presentation to the general assembly. The program would raise $14,301,000 a year in additional revenue to finance the school fund increase. Referring to a rumor that teachers might stay away from their classrooms until the legislature bowed to their demands, Henry Chambers, president of the Kentucky Education Association, told the gathering, "If you want to go fishing, I'll get a pole and go with you."

Quiz Kids Defeat College Profs.

ANN ARBOR, MICH.,—Four University of Michigan professors looked a bit abashed recently at the mention of those young radio wizards, the Quiz Kids.

They stood up against the brainy youngsters in a battle of gray matter, but went down, 131 to 120.

The embarassing incident was part of a program dedicating the university's new frequency modulation station WUOM.

Prof. Harry Carver, mathematician; Leo Goldberg, astronomer; Geographer George Kish and English Teacher Frank Huntley made up the university team.

They made a good try, but couldn't down the talented children who have licked the University of Chicago faculty teams twice in three tries.

Sees Advances in Aptitude Testing

PRINCETON, N. J.—The development of new measures of aptitude and personality as an aid to guidance is among the most promising present-day activities of testing research, in